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Praktické dovednosti 2

Distanční studijní text

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UNIVERZITA**
FILOZOFICKO-
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FAKULTA V OPAVĚ

Obor: 0231 Osvojování si jazyka

Klíčová slova: role studenta, role vedoucího práce, výběr tématu, metodický pokyn, formátování práce, citační norma, plagiátorství, hypotézy, výzkumné otázky, shrnutí, metody výzkumu, kritéria hodnocení práce, prezentace bakalářské práce, průběh obhajoby

Anotace: Předmět Seminář k bakalářské práci poskytne studentům praktické rady a informace o postupu při zpracování bakalářské práce. Studenti se seznámí s okruhem témat, kterým se mohou ve své bakalářské práci věnovat, s požadavky na obsahovou a formální podobu práce, dále budou prohloubeny jejich znalosti metodologie vědy a citační normy. V závěru kurzu se studenti dozví, jaká jsou kritéria pro hodnocení práce, jak práci prezentovat a úspěšně obhájit.

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ÚVODEM

Studijní opora je určena studentům bakalářského studijního programu Angličtina pro odbornou praxi jako podpůrný studijní materiál ke kurzu Seminář k bakalářské práci.

Studijní opora obsahuje:

- teoretický základ probíraného tématu s konkrétními příklady,
- kontrolní otázky,
- klíč ke kontrolním otázkám,
- seznam použité literatury.

Student nastuduje dané téma a odpoví na otázky, pomocí kterých si ověří pochopení textu. Po kontrolních otázkách následuje klíč se správným řešením, díky kterému má student možnost sám vyhodnotit, zda probírané látce dostatečně porozuměl.

RYCHLÝ NÁHLED STUDIJNÍ OPORY

Kurz s následnými otázkami je koncipován tak, aby po absolvování měl student dostatek informací o všech formálních náležitostech nezbytných k napsání bakalářské práce, jako jsou např. správné vyplnění formuláře zadání práce, seznámení s metodickým pokynem, volba relevantních zdrojů a citační norma.

Součástí kurzu je také přestavení různých typů prací, což umožní studentovi získat přehled o oblastech a tématech, kterým se ve své práci může věnovat. Konkrétní příklady zadání a abstraktů různých bakalářských prací poslouží jako odrazový můstek pro výběr a formulaci vlastního záměru bakalářské práce.

Čtenáři se ve studijní opoře dále dozví, jak práci správně strukturovat, jak představit metodologii, jaké metody výzkumu může s ohledem na zvolený typ práce použít a jak výsledky prezentovat jak v práci samotné, tak při obhajobě práce před zkušební komisí.

V návazných seminářích budou studenti kolegům v kruhu prezentovat svůj záměr bakalářské práce a vzájemně si poskytnou zpětnou vazbu.

1 INTRODUCTION

QUICK OVERVIEW



The first chapter characterises the purpose of the bachelor's thesis within the framework of university education and it lists the skills and qualities you need in order to succeed in writing your bachelor's thesis. In the first chapter you will find out how you can choose the topic of your thesis, and you will learn about the role of the teacher as well as your role in the process of writing.

AIMS



After the first chapter you will

- understand the purpose of the bachelor's thesis
 - learn what skills and qualities you will need to succeed
 - know how to choose your topic
 - understand the role of your supervisor
 - understand your role in the process of writing
-

KEYWORDS



purpose of bachelor's thesis, choosing the topic, role of supervisor, role of student

1.1 The purpose of bachelor's thesis

Writing a bachelor's thesis will most likely be the longest and most complex piece of writing you have done to this point. It is the culmination of your studies in which you will utilise everything you have learnt in the course of your studies and you will acquire new skills and competences in the process.

Students often wonder and ask about the purpose of the bachelor's thesis, doubting their thesis will contribute in any meaningful way to the current state of research, thinking they cannot possibly make any difference with their writing. This rather pessimistic view is erroneous for two reasons.

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Firstly, any piece of writing when properly researched and well-executed is a worthy contribution. At the very least it can provide a stepping stone that can then lead to further studies in the field. Theses on a literary topic can inspire others to read and think of literature differently. Theses on linguistics can help us confirm the existence of a specific language feature and research its usage. Theses on cultural studies can serve as a useful guide and source of information about the given country and its political, cultural, or social life. Theses on the topic of translation are particularly practical. If you are working in a company that does business abroad, you can use it as a source for your research and create a material that you and others in the company will work with.

Secondly, in the course of writing you will learn many things that go well beyond the topic of your thesis and that you will be able to utilise in your professional life. You will learn to plan, manage, and organise your time. You will exercise self-discipline and self-motivation – there will be many distractions you will need to resist over a long period of time in order to finish your task. You will learn to work independently and take responsibility for your work, and as a result you will gain confidence in your own abilities.

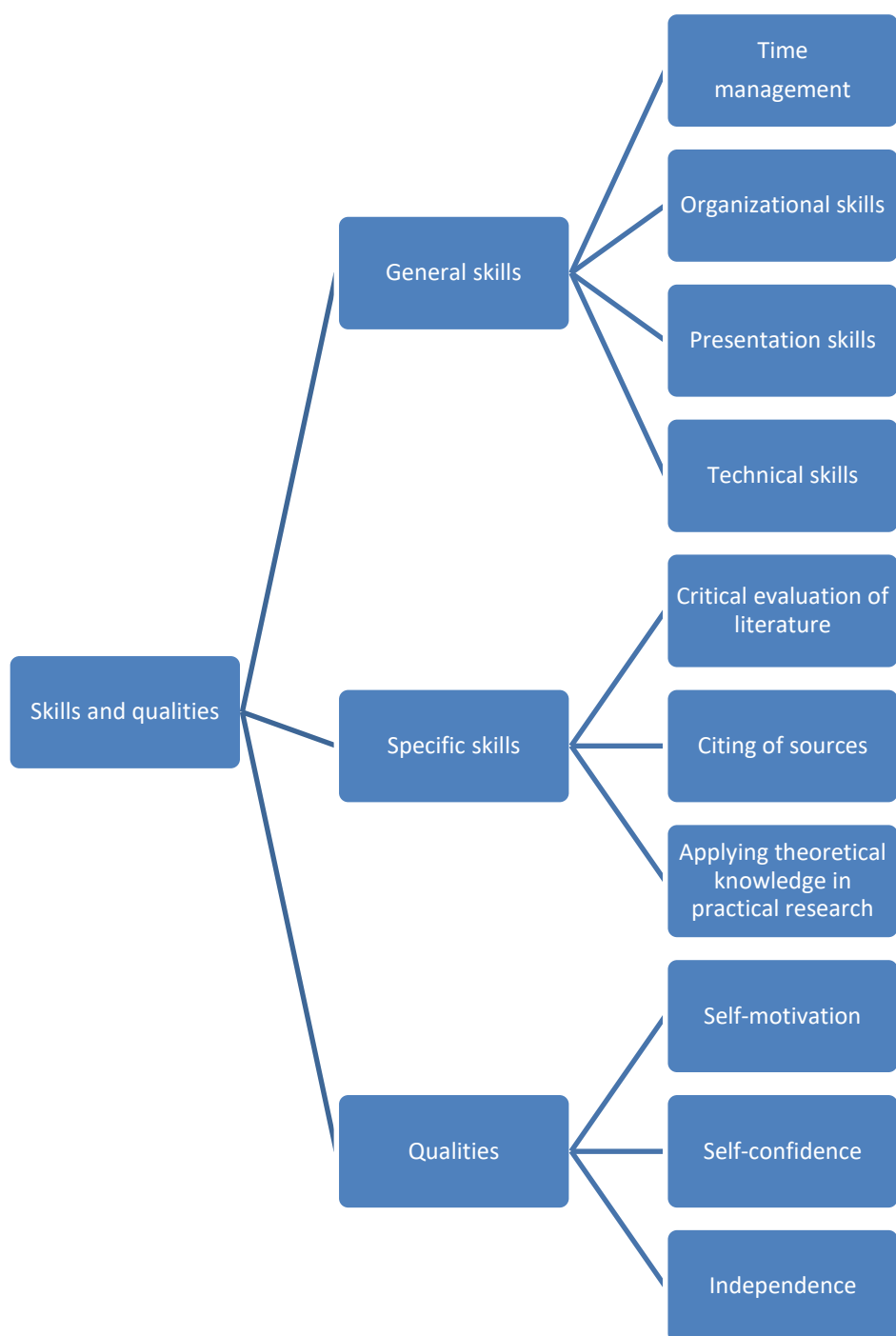
An important skill you will undoubtedly find useful in your professional life is that you will learn where you can look for sources of information and then how to work with that information. You will learn to synthesise ideas into concepts and create your own concepts. You will exercise critical thinking, you will learn to draw your own conclusions, and support your findings with evidence. You will learn to utilise theoretical knowledge and use it in practice. You will also work on your presentation skills, both when communicating with your tutor and then when presenting your thesis to the examining board.

Along with presentation skills, you will practise your technical skills since you will need to work with a word processor and follow a prescribed format and style. You will know how to cite and paraphrase your sources. You will need to use formal English in the thesis, which will make you aware of different registers. Writing your thesis will make you think of your language abilities and work with dictionaries more than ever before.

Once you have written the bachelor's thesis, you will know you can utilise all the skills you have acquired and repeat the process with confidence and great results on any given topic in any field. In that respect, the topic of your thesis is to a certain extent irrelevant. It is the process of writing and the competences you gain that will help you in your future endeavours, be it further studies or your future job.

The table below summarises both the specific and general skills and qualities you will need to acquire or develop in order to succeed in writing your bachelor's thesis. Looking at the list, you can see that you will use most of them outside school as well.

Table 1: Skills and qualities needed to succeed



1.2 Choosing the topic

There are generally two approaches you can adopt when choosing the topic of your thesis.

The first option is that you can wait for a list of possible topics offered every year by the teachers at the Institute of Foreign Languages. The list is usually made available at the

INTRODUCTION

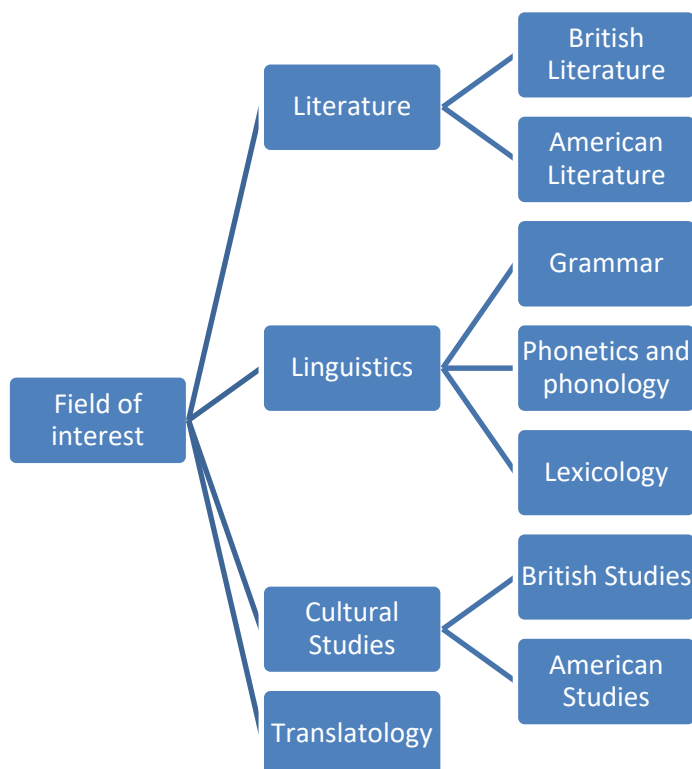
Institute's website in the course of October. You can then contact the teacher who proposed the topic you find interesting and ask them to be your supervisor.

Even though you have chosen your topic from the list, do not expect the teacher to tell you how to approach it. The teacher provides a rough idea, it is up to you to come up with a plan and make the topic yours. You should come prepared for the first meeting with your potential supervisor, and show them that you have already given the issue some thought. This pro-active approach will convince your potential supervisor that you are up to the challenge.

The other option is to think of your own topic and then find a teacher who will supervise you. Think back about the courses you have taken and consider which subjects you found intriguing and worth further research. It is always a good idea to combine your interests and hobbies with your subject of study.

The following table shows the possible areas where you can look for topics of your thesis. If you enjoyed your literary seminars, you might want to consider writing a literary thesis. Did you like British literature or American literature? Was it poetry, drama, or novels that you found the most interesting? If you liked linguistics, you might want to look into grammar, phonetics and phonology, or lexicology. If you liked learning about the history, political, social, or cultural life of Britain and America, then you could look for a topic in the field of cultural studies. If you enjoyed your seminars on translation, then this might be the best option for you.

Table 2: Fields of interest



Students sometimes struggle to imagine what they can write about in their chosen field of interest. The following table offers an example list of topics in every area of interest. You can also look for inspiration in the school information system that provides a list of past theses including the full text of the theses. The past theses are also available in the university library.

Table 3: Examples of topics

Literature	<i>Aspects of Masculinity and Femininity in James Bond Novels</i> <i>The Vampire Tale as a Sub-genre of Gothic Fiction</i> <i>September 11 and its Function in Contemporary Fiction</i> <i>Novel vs Film: The Cider House Rules</i> <i>Caricature and the Grotesque in Charles Dickens' Novels</i> <i>Ironic Romanticism in Jane Austen Novels</i> <i>Monsters in Victorian Fiction</i> <i>Evil and Morality in Stephen King's Works</i>
Linguistics	<i>Stylistic Devices used in EU Documents</i> <i>Meaning of Words in EU Documents: False Friends</i> <i>Hyphenated Compound Adjectives in the Magazine Vogue</i> <i>Neologisms in the Language of the Internet</i> <i>Analysis of Political Correctness in the English Vocabulary</i> <i>Foreign Influences on English Vocabulary in Gastronomy</i> <i>Cockney – Living Dialect</i> <i>Characteristic Features of Consonants in Czech English</i> <i>Development and Distribution of Chosen English Surnames</i> <i>Hedging as a Communication Strategy in Job Interviews</i>
Cultural Studies	<i>Social Class in Contemporary British Fiction</i> <i>Reflection of Victorian Society in Oscar Wilde</i> <i>Baroness Thatcher's Legacy</i> <i>Jewish Minority in Great Britain</i>
Translatology	<i>Translation of Reporting Verbs in Harry Potter</i> <i>Translation of Character names in Alice's Adventures in Wonderland</i> <i>Czech Diminutives in English Translation</i> <i>Doctor Who: Fan vs Official Subtitles</i> <i>Translation of Specialised Terms in Manuals</i>

1.3 Role of supervisor, role of student

Having never written a bachelor's thesis before, you might be unsure as to what you can expect from your supervisor, or you might have unrealistic expectations. In this section you will find out what you can generally expect from your supervisor, and that there are more possible approaches to supervising.

One of the most common misconceptions students have is that their supervisor will tell them exactly what to do, and how to proceed with their work. Students also often expect their supervisor to read through what they have written and correct their grammatical mis-

INTRODUCTION

takes, give them a list of secondary sources to work with, or to tell them how to format their work. In fact, all of the above is the student's job.

It is your job to make a game plan, which you can then consult with your supervisor. Your ability to organise your work and decide what sources or material to work with is one of the competences you need to prove in the process of writing. One of the criteria your supervisor and your reviewer assess in their evaluation of your thesis is your knowledge of English. Your supervisor might point out recurring errors and give you general advice regarding style or register, but do not expect them to proofread and edit your text. It is also unnecessary to ask your supervisor how to format your work, you will find this information in the formatting manual, which is available online.

What your supervisor will do for you is to firstly assess if the topic you have chosen is manageable. This is particularly crucial if you come with your own topic. Students typically feel daunted by the idea of writing thirty pages (which is the standard expected length of bachelor's thesis), and so they tend to choose a broad and general topic thinking it will make the process of writing easier. Although it is a natural instinct, it is not a good one. If you choose a topic that is too wide, you are likely to drown in a vast list of secondary literature and only skim the surface of the issue in the thirty allocated pages. In fact, the narrower the topic, the deeper you can go in your analysis, and the easier and better the job will be in the end. Your supervisor will help you set the boundaries of your topic.

Your supervisor can also suggest relevant secondary literature. However, do not expect them to do that job for you, look for relevant books and articles on your own and then confirm with your supervisor that you have chosen reliable sources, and that you have not overlooked a crucial book or study.

When we are in the process of writing, we sometimes cannot see the wood for the trees. This means that we are so involved in the little details that we no longer see the bigger picture. Your supervisor can help you with that. They can suggest changes in the structure of the thesis or in the ordering of the chapters.

When you come to consult with your teacher, they will give you feedback on your progress and they might ask you questions. Your job will be to look for the answers. If you have questions, try to come up with possible answers and solutions to your problem you will then discuss with your supervisor rather than expecting them to find the answers and solutions for you.

Every teacher has their style of teaching, and so your supervisor might ask you to consult with them at regular intervals (e.g. once a month), give you deadlines for a preliminary list of contents, a set number of pages, or whole chapters. However, your supervisor might also tell you to come and consult whenever you feel you need it (the minimum number of consultations is set at three), and they might not ask you to hand in parts of your thesis. In fact, some supervisors do not want to read work in progress, they prefer to

discuss the thesis with their student and only read the thesis once it is finished and handed in. Your supervisor will tell you what they expect from you.

Remember, you can also ask your supervisor to provide the kind of help and support you need. If your supervisor does not set deadlines, but you need them because they motivate you and help to keep you in check, you can ask for them. On the other hand, if your supervisor requires a certain number of pages at given intervals, and you know that you do not work linearly, you can negotiate a different approach. Do not be afraid to ask for what you need from your supervisor.

Make sure you always communicate with your tutor and keep them informed about your work, even if there is no progress at the time. It is never a good idea to stop communicating and start avoiding your supervisor. Remember that your supervisor is there to help you. Your thesis is your responsibility, but your supervisor is on your team.

COMPREHENSION CHECK



1. What are the general skills you will acquire in the process of writing your thesis?
2. What are the specific skills you will acquire in the process of writing your thesis?
3. What are the two ways you can choose the topic of your thesis?
4. Is it your supervisor's job to proofread your thesis for you?
5. Whose job is it to assess the suitability of the thesis topic?

ANSWERS



1. The general skills are time management, organisation skills, presentation skills, and technical skills.
2. The specific skills are critical evaluation of literature, citing and paraphrasing sources, and applying theoretical knowledge in practical research.
3. Choose a topic from the list provided. Think up one's own topic.
4. It is not the supervisor's job to proofread the thesis.
5. It is the supervisors job to to assess if the topic is manageable.

SUMMARY



In the first chapter you learnt about the purpose of the bachelor's thesis. You found out that you will use the acquired skills and competences in your professional life as well. You now know what qualities and skills you need to acquire in order to succeed in writ-

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ing your bachelor's thesis. You have learnt how you can choose the topic of your thesis, and you understand your role as well as the role of your supervisor.

2 FORMAL ASPECTS

QUICK OVERVIEW



The second chapter introduces the formal aspects of the bachelor's thesis. You will learn about important deadlines – when to hand in the assignment of your thesis and how to fill in the form, when to hand in the finalised work and when the defence takes place. The second chapter also tells you how to structure your thesis, how to formulate abstract and how to choose keywords. It also tells you what belongs in the introduction and what in the conclusion of the thesis.

AIMS



After the second chapter you will

- know about important deadlines
 - know how to fill in the assignment of bachelor's thesis
 - know where to look for methodical instructions
 - know how to structure your thesis
 - know how to write abstract
 - know how to choose keywords
 - know when and how to write introduction
 - know what belongs in the conclusion
-

KEYWORDS



assignment, methodical instructions, structure, abstract, keywords, introduction, conclusion

2.1 Important deadlines

There are three dates in which the state exams take place at university. The first possible date is at the beginning of February, the second date is the end of May, and the last one is towards the end of August. The exact dates are announced online at

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<https://www.slu.cz/fpf/cz/soharmonogram> before the start of the school year as a part of the timetable for the given academic year.

Depending on when you wish to sit the state exam, you will have different deadlines for handing in the thesis. You can only take the state exam when you have handed in and taken part in the defence of your thesis. The state exam and the defence of the bachelor's thesis take place on the same day. When you register for the state exam, you register for the defence at the same time.

If you take the state exam in February, your deadline for the bachelor's thesis will be mid-December. If you decide to take the May exam date, you will need to hand in your thesis at the end of April. If you sit the August exam date, your deadline for the thesis will be the end of June. The exact dates are announced online at the Institute of Foreign Languages website at the beginning of the winter term.

The first deadline you need to meet is the deadline for the thesis assignment form, which is a form you will complete in cooperation with your supervisor. The assignment form must be sent to the Study Department in November for the February state exam, and in March for the May and August state exam dates. You will need to allow enough time to have your form approved and signed by your supervisor as well as the Head of the Institute before it is sent to the Study Department.

The following table offers an overview of the three dates in which you can sit the state exam together with important deadlines.

Table 4: Important deadlines

	Date 1	Date 2	Date 3
Deadline for the thesis assignment	November	March	March
Deadline for the thesis	December	April	June
State exam date	February	May	August

Make sure you meet all the deadlines. Plan your work so that you always leave time for possible delays. The deadline for handing in the thesis can only be extended with the consent of your supervisor and the permission of the Head of the Institute of Foreign Languages when unforeseeable circumstances have prevented the student to meet the deadline. Poor time management is not an unforeseeable circumstance.

2.2 Assignment of bachelor's thesis

Assignment of the bachelor's thesis is a form you need to fill out in cooperation with your supervisor. To complete the form, login to your IS/STAG account, go to section *Moje studium*, tab *Kvalifikační práce*. There you click on *Vyplnit podklady pro zadání*

bakalářské práce. You can find the instructions how to access the form on the university website (<https://www.slu.cz/slu/cz/stagvlozeniprace>).

The boxes you need to fill out are:

NÁZEV TÉMATU / TITLE

What goes in this box is the name of your thesis. Because you will write your thesis in English, the title of your thesis will be in English as well, filled in both in the *box Název tématu* and *Téma anglicky*. This means you will not translate the title into Czech, but you will put the same title in both boxes. Make sure you follow the English practice of writing all the first letters of all the words in capital letter with the exception of articles, prepositions, and conjunctions. The first letter of the title is always a capital letter. Some examples of punctuation in the title are:

Bermuda: Life under the Crown
Linguistic Means of Persuasion in Advertising
Figurative Language in the Work of Betty MacDonald
Ironie Romanticism in Jane Austen's Novels

Remember that the title of your thesis is the first thing the potential reader sees. Based on the title, they decide whether they are interested in the topic and will read on. The title should be informative and brief. It should concisely summarise the subject matter of the thesis.

ZÁSADY PRO VYPRACOVÁNÍ / ASSIGNMENT

Although you will write your thesis in English, the assignment itself is written in Czech. In a few sentences outline the topic of your thesis as well as your objectives. Use future tense and either passive or the third person singular to formulate the assignment. The following examples are assignments of existing theses.

Example 1

Tato bakalářská práce bude zkoumat roli náboženství a víry ve vybraných otrokářských příbězích vydaných v Americe v druhé polovině 18. a 19. století, konkrétně se bude jednat o díla A Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw (1772) a Narrative of Sojourner Truth, a Northern Slave (1850). Hlavní pozornost bude věnována specifickému pojetí černošské spirituality a jejich podoby křesťanství.

Example 2

Tato bakalářská práce se bude zabývat anglickou terminologií používanou v ledním hokeji. V teoretické části student představí lední hokej, terminologii a její problematiku. Praktická část pak bude obsahovat analýzu jednotlivých slov ledního hokeje čerpaných z

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oficiálních internetových stránek National Hockey League a porovnání četnosti výskytu termínů v hokejovém a v běžném jazyce.

Example 3

Tato diplomová práce se bude zabývat dílem současné britské básničky a písničkářky P.J. Harvey. Práce se především zaměří na její pozdní tvorbu, která reflektuje obraz Británie v literárním, historickém a kulturním kontextu. Hlavním cílem práce je analyzovat typické rysy básní s důrazem na použitá témata i básnickou formu.

Example 4

Diplomová práce se bude zabývat výskytem francouzských slov v anglickém jazyce. V teoretické části bude představen vývoj anglického jazyka, historické události relevantní pro studium kontaktu mezi oběma jazyky a základní principy přejímání slov. Praktická část bude na základě korpusu studovat četnost užívání vybraných slov z oblasti vaření v současné americké angličtině.

Example 5

Bakalářská práce bude popisovat používané strategie a všeobecné tendence při překládání audiovizuálního materiálu s ohledem na žánr a cílovou skupinu počítačově animovaných filmů od společnosti Pixar na základě vybrané literatury a studií. Práce nastíní současné hlavní problémy překladu humoru a reálií v těchto filmech. Zaměří se na identifikování užitých strategií a komparativní analýzu vybraných pasáží filmu Hledá se Nemo v českém znění, které porovná s anglickým originálem. Cílem práce bude zanalyzovat preference a limity překladatelů v oblasti tohoto žánru.

SEZNAM ODBORNÉ LITERATURY / SECONDARY SOURCES

The list of recommended literature should include at least three to five books or articles that deal with the same topic as your thesis. Do not worry if you use different books in your thesis. You will be also expected to cite or paraphrase more sources; for the bachelor's thesis you should cite or paraphrase at least ten sources.

Once you have completed the form, export it into PDF, sign it and bring it to your supervisor to sign as well. Your supervisor will sign it and pass the form on to the Head of the Institute to sign as well. You can then pick up the form with the secretary. You will need to insert a copy of the assignment in each copy of your thesis. The whole process is described at <https://www.slu.cz/fpf/cz/uczadanibcmgrprace>.

It is possible that in the course of the writing you will digress a little from the original assignment, or that you will think of a more fitting title for your thesis. You can amend the assignment with the consent of your supervisor, but it must be done at least a month before you hand in the thesis, and it involves repeating the whole process including all the signatures.

2.3 Methodical instructions

Methodical instructions is a document you will find available for download at <https://www.slu.cz/fpf/cz/ucjdiplomoveabakalarskeprace> that gives you detailed instructions regarding the formal aspects of the thesis. It provides information such as the formatting of the document, size and type of font, spacing, the required structure, etc.

Make sure you follow the instructions, but do not forget to consult with your supervisor any formatting requirements (e.g. the required citation norm) specific to your study programme.

2.4 Structure of bachelor's thesis

You will find all the necessary information regarding the structure of the thesis in the methodical instructions, the following subchapters give extra tips and pointers regarding the purpose and form of an abstract, how to choose keywords, when to write introduction, and what belongs in the conclusion.

2.4.1 ABSTRACT

An abstract serves as a synopsis of your thesis. After the title it is the first thing the reader looks at. As such, it should provide a succinct summary of what the thesis contains, and it should serve as an invitation for further reading.

Although the abstract is the first thing the reader reads, it is the last thing the author should write, since it is only once the thesis is completed when they have all the information they need to write the abstract.

A good abstract should contain the following information:

- a statement of the topic of the thesis
- the objectives of the research
- the material you analysed
- your research methods
- (your findings/conclusions)

There are two types of abstract. A *descriptive abstract* identifies the focus of the thesis as well as its purpose, introduces the analysed material and the research methods. An *informative abstract* provides all the information as the descriptive abstract, and in addition it reveals the findings or conclusions. The informative type of abstract is more common and is typically preferred as it gives the reader a more complete information.

An abstract should be no more than one paragraph and it should be between 100 and 200 words long. An abstract is a text that stands on its own, summarising the key points

FORMAL ASPECTS

of the thesis in simple sentences. Formulate your abstract in present tense and include the keywords in the text. Rather than referring to yourself as the author, use the passive voice, or phrases with action verbs such as “the thesis analyses/reviews/investigates”, “the theoretical part examines/provides/evaluates/reviews/comments on”, “the practical part explores/analyses/determines/verifies/argues”, etc.

An abstract should not bring any new information that is not present in the thesis, and it should not include definitions of terminology or citations. Remember that abstract should not be a translation of the assignment. It should not say what will be included in the thesis or what the aim of the thesis is. A good abstract states what the thesis is about, not what the author wanted or planned it to be about.

The following three examples present abstracts that do not meet the required criteria. Example 6 shows an abstract that uses future tense instead of present and it talks about the plans of the author rather than saying what information the thesis provides.

Example 6

This bachelor thesis deals with the origin of the new literary genre, which were the spy novels about the fictional character James Bond. The aim of this work is to clarify the inspirations and themes of Bond’s creator and writer Ian Fleming. The aim is to capture the image of contemporary society, which played an important part in the formation and evolution of the character from the guardian of the empire through the Cold War soldier, to the protector of the World. Finally, the attention will be paid to the transition of the literary figure to the movie screen.

In examples 7 and 8 the authors state their plans, but do not say whether the analysis has been carried out as planned and whether goals have been met. In example 8 the author refers to themselves rather than using neutral formulations.

Example 7

This bachelor thesis deals with analysis of verbal humour in American TV series Young & Hungry. During analysis will be applied theory of humour known as Superiority theory. As a material will serve transcripts of TV series mentioned above. This thesis aims to determine on which forms of verbal humour (such as wordplay, parody, joke or satire) can be Superiority applied.

Example 8

The aim of my bachelor thesis is to analyse methods of verbal humour which are used in 1st and 15th season of the animated American sitcom Family Guy, and subsequently to determine the frequency of individual methods. In this work, I focus on puns that I endeavour to notice in each episode and present as examples based on the theories defined in the first part of this work.

The following examples are abstracts that have met all the criteria and offer full and well-worded summary of the thesis. All of the abstracts state the topic of the thesis, ex-

plain the purpose of the research, introduce the analysed material and research methods, and either hint at or state the results.

Example 9

This bachelor thesis deals with hyphenated adjective compounds occurring in the fashion magazine Vogue and studies their existing typologies. Firstly, adjective compounds are selected from several chapters of one magazine issue to form a mini corpus. Consequently, these adjectival compound patterns are applied to the existing categories found in three grammar guides. Finally, putting the results into figures shows which typology functions the best for this corpus.

Example 10

This bachelor thesis analyses reception of the novel Fifty Shades of Grey in the United Kingdom. It examines the reasons for the high popularity of the book and explores the connection between readers and their favourite books. The main goal of this paper is to discover what lies behind the great commotion which the novel caused and why the story is so appealing to female audience. The thesis also undertakes an investigation into human sexual behaviour in order to clarify the vogue in sexual theme of the novel. Furthermore the thesis unveils the possible negative impact of the novel on readers who identify themselves with the protagonist and - like her - mistake the oppression and violence in the story for innocent romance, pointing out the consequences of this notion. Eventually, the light is brought into the issue of what British readers prefer to read and what the status of books with erotic themes in Britain is.

Example 11

This bachelor thesis deals with the language analysis of the aspects of the online computer games of the MOBA (Multiplayer Online Battle Arena) gaming genre in online game reviews and community events of players. The theoretical part explains the principles and the effects of the culture of the MOBA gaming genre on the English language with emphasis on introducing the terminology and the types of oral and written communication. The practical part includes an analysis and comparison of the frequency of the words used based on data gathered from the research on online game reviews and communication of the player base in online broadcastings. The practical part also analyses the principles of creating MOBA gaming terminology and analyses the frequency of the words used related to various areas of the online gaming genre MOBA, supported by the results of the research.

In accordance with the methodical instructions, the abstract must be provided in two languages. The first abstract must be in English, the second should be in Czech. Note that the Czech variant, whilst it should communicate the same message, need not be a word-for-word translation of the English abstract.

2.4.2 KEYWORDS

Keywords are words or phrases that capture the essence of your thesis. Keywords make your thesis searchable and help your potential reader decide whether the thesis contains information they are looking for. Keywords complement the abstract of your thesis.

Keywords are typically nouns or noun phrases that refer to the main points covered in your thesis. Use between three to eight keywords. A good indicator that you have selected the right keywords is if your keywords also appear in the abstract, as evidenced in the following examples.

Example 12

*Abstract: The present thesis deals with the **translation** of a specific type of English **collocations** in which an **adjective** is modified by a derivational **adverb**. The theoretical part focuses mainly on different notions of **collocations** and their classifications, discusses the specifics of the selected type of **collocations** and presents a brief overview of issues related to their **translation**. This part also includes an introduction of the English novel **Pride and Prejudice** by Jane Austen and detailed profiles of four Czech translators whose **translations** of the novel are used in the subsequent analysis. In the practical part, selected examples of suitable **collocations** are analysed in an effort to identify and describe the various translation strategies used, and thus provide a basis for those interested in further research in this field as well as helpful advice for less experienced translators.*

*Keywords: **collocation, translation, adverbs, adjectives, Pride and Prejudice***

Example 13

*Abstract: This bachelor thesis deals with the integration of **Roma children** in **Britain**. It introduces the historical background and culture of the **Roma** community and their reasons for emigration. The aim of this work is to describe the conditions and opportunities that children have at one of the **British schools**. It presents the methods and approach of this specific **school** and maps the situation in which **Roma children** find themselves moving to **Britain** and their daily work at **school**. The thesis is also enriched by the experience of some Roma families.*

*Keywords: **Roma children, British schools, Britain, school, education, integration***

2.4.3 INTRODUCTION

The purpose of introduction is to provide preliminary background information about your thesis, that is to place your study in context. In the introduction you should clearly state the focus of your thesis as well as your research objective (or objectives), you should identify the material you will be analysing in your thesis, and clearly state the value of your research.

It is also helpful to delineate the structure of your thesis and tell the reader what kind of information they can find in individual chapters. You do not need to be very specific

and you should definitely not reveal your results and findings in the introduction, not even to say whether your hypothesis has been proved or disproved.

Possible structure of introduction:

1. Background and motivation for the thesis
2. Research focus and research objectives
3. Brief description of the theoretical part
4. Brief description of the practical part
5. Value of your research

The introduction need not be long, one or two pages will suffice. The introduction should be written in the present tense or simple future tense.

2.4.4 CONCLUSION

The conclusion of your work should be an overall summary of the thesis, and as such it should not contain any new information. It should take two to five pages to sum up the topic and focus of your thesis, the methods used in your thesis, the content of individual chapters, your findings, the limitations of your study, and recommendation for subsequent research.

If you posed any research questions or stated hypotheses for your research, make sure that you provide answers or that you clearly state whether the hypotheses have been confirmed or disproved. Make sure you not only present your findings, but that you also provide interpretations of those findings.

Another important thing is to explain how your research has contributed to or enhanced the existing knowledge. You are not expected to come with original, previously unheard of ideas in your thesis, your contribution can simply be the application of an existing theory on a new material, or a summary of previous research with a small alteration of method.

The conclusion should be written in past tense in the following structure:

1. Research focus and research objectives
2. Summary of the theoretical part
3. Summary of the practical part
4. Findings and conclusions
5. Interpretation of findings
6. Limitations of the study (if applicable)
7. Contribution to the current state of research
8. Recommendation for further research (if applicable)



COMPREHENSION CHECK

1. What are the punctuation rules for writing the title of your thesis?
 2. Who signs the Assignment Form?
 3. What are the two types of abstract?
 4. What tense should you use in Introduction?
 5. What tense should you use in Conclusion?
-



ANSWERS

1. The first letters of all the words in capital letter with the exception of articles, prepositions, and conjunctions. The first letter of the title is always a capital letter.
 2. The assignment form is signed by the student, the supervisor, and the Head of the Institute of Foreign Languages.
 3. The abstract can be descriptive or informative.
 4. Introduction should be written in the present or simple future tense.
 5. Conclusion should be written in the past tense.
-



SUMMARY

The second chapter introduced the formal aspects of the bachelor's thesis. You now have an overview of important deadlines – when to hand in the assignment of your thesis and how to fill in the form, when to hand in the thesis and when the defence takes place. In this chapter you have also learnt where you can find the assignment form and the methodical instructions. You know how to structure your thesis, how to formulate abstract, how to choose keywords, and what belongs in the introduction and the conclusion of the thesis.

3 THEORETICAL PART

QUICK OVERVIEW



The third chapter discusses the importance of literature review in the process of writing. You will learn where to look for secondary sources and how to work with them. You will also learn about the possible ways to structure literature review. The chapter also examines the difference between quoting, paraphrasing, and summarizing, and it advises how to avoid plagiarism.

AIMS



After the third chapter you will

- understand the importance of literature review
 - know where to look for secondary sources
 - know how to work with secondary sources
 - know how to structure literature review
 - know the difference between quoting, paraphrasing, and summarizing
 - learn how to avoid plagiarism
-

KEYWORDS



literature review, electronic sources, databases, citation norm, quotation, paraphrase, summary, plagiarism

3.1 Literature review

No scientific paper can be complete without literature review. Before you commence your own research it is absolutely essential that you familiarise yourself with the current state of research in the area of your interest. Placing your own work in the context of existing literature is crucial for a number of reasons.

Firstly, secondary sources serve as a stepping stone for your own research, they help you avoid reinventing the wheel, and allow you to build your arguments and structure

THEORETICAL PART

your research by assessing other researchers' studies. Relevant literature review also helps you interpret the major issues surrounding your topic, identify new ways to interpret the available research in the field, and shed light on any gaps in the previous research. No one wants to recreate somebody else's work, so always make sure that what you are researching has not been researched before and there is therefore a certain added value in your work.

Secondary literature serves not only as a source of information, but it also provides the necessary terminology. Using the established terminology shows that you are familiar with and well versed in the area of your interest. Furthermore, before you introduce a new term, it is always advisable to make sure someone else has not already described and named the phenomenon you want to name.

Finally, a review of literature proves that you have studied the existing work in the field and that you have gained insight into the issue. Remember that you are not only expected to gather relevant literature – although that on its own is a vital skill – but you are also expected to provide a critical evaluation of the available sources, comment on the previous studies, and show how they relate to your own research. The ability to link or contrast ideas of others with your own is one of the most important skills you should demonstrate in your thesis, and one that will serve you well in your future professional life.

Make sure you always distinguish between simply describing other people's ideas and critically assessing them. However, do not feel that you need to evaluate or challenge every study or article you reference in your thesis. Some sources you can simply quote or paraphrase, others call for a more critical comment.

3.2 Where to look for secondary sources

Students often think that the only acceptable secondary sources are books. Contrary to this popular belief, an article in an online journal, a paper in conference proceedings, or a video is a perfectly adequate source. Especially when you are writing about a topic that is not that widely researched or is particularly specialised, you will be unlikely to find a full book devoted solely to your topic. In fact, an article or a paper in a handbook may prove to be a more valuable source of information than a whole book.

A good starting point when you are beginning your search for relevant sources is typing your keywords into a search engine, e.g. Google. Make sure you try different combinations and different phrases to get more varied results. A good source of secondary sources is Google Scholar, which is devoted to scholarly studies and articles.

Make sure you also search for available books in the university library. You can browse the library online at <https://katalog.uk.slu.cz/Carmen/>. The university also offers several hundred books online (<https://www.slu.cz/slu/cz/ukopavaeknihy>), or you can

search for books and articles in electronic databases. You will find an up-to-date list of databases as well as instructions how to access the databases from your home computer at <https://www.slu.cz/slu/cz/ukopavadatabase>.

In the process of looking for relevant literature, you will most likely consider many sources, only some of which you will end up using in your thesis. Sometimes the name of a book or article sounds promising, but the focus of the research lies elsewhere and you will set the source aside without using it in your thesis. This is an inevitable part of the process. Especially if your topic is narrow, you will need to go through several times more sources than you will then reference in your thesis¹. To avoid unnecessarily purchasing books you will not end up using, you can look at parts of books online, e.g. at <https://books.google.com> or www.amazon.co.uk. The contents of the book as well as a view of selected parts of the book will help you decide whether the book is worth buying.

Remember that not all sources are created equal. A bachelor's thesis is an academic piece of writing, so when looking for information, avoid non-scholarly journals, articles online that do not have authors, and simplified information on sites such as www.howstuffworks.com or www.about.com.

3.3 Structuring the literature review

The literature review must be well structured, it should provide the reader with a coherent overview of the available research that has been done on the given issue.

Working with a number of sources and ideas can be tricky. Here are some approaches to structuring your literature review:

- **Chronologically** – especially when you want to trace how the scientific approach to a certain topic has changed in time, it is convenient to present the research chronologically, linking one study to another.
- **By development of ideas** – this approach might be similar to or coincide with the chronological approach. By using this way of presentation, you follow the development of approaches to your given topic.
- **By theme** – this approach is useful when there are more threads discernible in the topic. You can link ideas that are similar, or those that stand in opposition.

There are many possible ways to structure the literature review, look for the one that best fits your topic (or combine different approaches), and that helps you present the available studies in the most logical and reader-friendly way.

¹ Remember that if you have not quoted or paraphrased the source, you do not include it in the source list.

3.4 Quotation, paraphrase, and summary

A good literature review must include quotations and paraphrases of the reviewed sources. Quotations, paraphrases, and summaries add credibility to your writing, and they help you provide support for your claims.

A **quotation** is a word-for-word reproduction of text as it appears in the original source. Quotations must be clearly marked and separated from the rest of the text by quotation marks. When you quote, you cannot change the original text in any way (although you can quote only a part of a sentence, and you can omit words that do not fit in your text), and the quotation must be attributed to the original author.

Quotations should be used sparingly, most of what you write should be your own text. We quote when:

- The original idea is phrased so well that we want to keep the exact words.
- An important phrase could be lost in paraphrasing or a summary.
- We want to show the author's idea supports our claim.
- We want to use the quotation as a springboard for our argument.
- We need to quote a primary source (e.g. in literary theses) we then analyse.

Quotations must always be inserted in the rest of the text. Short quotations form an integral part of text, longer citations (more than three lines) form a separate paragraph that is indented. For longer quotations we use font 11, spacing 1.

A **paraphrase** is our interpretation of someone's idea or finding. We must use our own words and sentence structures when we paraphrase, it is not enough to replace original words with their synonyms. Paraphrases are not put in quotation marks, but they must be attributed to the original author just like quotations. If you fail to do so, you are plagiarising.

A **summary** is similar to paraphrase, only it involves larger pieces of text and rather than an interpretation of a single idea, it refers to a complete study or its substantial part. We can condense a whole article into one paragraph in a summary. When we summarise, we must also credit the author of the original text.

There are many citation norms, always make sure you use the prescribed norm for your writing. The following example uses the Harvard style to demonstrate how you can interweave our own text with citations (highlighted in blue) and paraphrases (highlighted in grey).

Example 14

The infinite darkness of text-based communication presents an ideal base for deceit of all kinds; it is an “inherent possibility offered by the IRC software” (Rodino 1997: 498). The most discussed identity game played in computer-mediated communication (CMC) is

cross-dressing (also referred to as *gender-switching*), i.e. trying to pass oneself as a member of the opposite sex. Roberts and Parks note that cross-dressing is one of the most dramatic examples how people exercise the “unparalleled control over the construction and presentation of their identities” (2001: 210). Danet (1998) points out that the nature of the Internet invites people who have never been interested in drag to experiment with their gender identity simply because

[a]t least on the face of it, virtual cross-dressing should be much easier than real-life (RL) cross-dressing. Although the gussied up creatures of drag comedy are not really trying to fool anyone [...], true RL transvestites and transsexuals must go to elaborate lengths in order to pass--learning to dress, use makeup, walk, speak like women, and so on.

In accordance with Danet's claim, Sherry Turkle (1997) notes that cross-dressing in real life is not only much more complicated than in Internet Relay Chat (IRC), where all we need to do is write a description, but it also carries the risk of humiliation, violence and maybe even arrest, should the cross-dresser be exposed.

Danet, B. (1998). 'Text as Mask: Gender, Play and Performance on the Internet.' In S. Jones, ed., *Cybersociety 2.0: Revisiting Computer-mediated Communication and Community*, Thousand Oaks, CA: Sage Publications, pp. 129-158.

Roberts, L. and Parks, M. (2001). 'The Social Geography of Gender-switching in Virtual Environments on the Internet', In E. Green and A. Adam, eds., *Virtual Gender: Technology, Consumption and Identity*, London: Routledge, pp. 209-225.

Rodino, M. (1997). 'Breaking out of Binaries: Reconceptualizing Gender and its Relationship to Language in Computer-mediated Communication', *Journal of Computer-Mediated Communication* 3(3). Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1083-6101.1997.tb00074.x> [Accessed 11 May 2010].

Turkle, S. (1997). *Life on the Screen: Identity in the Age of the Internet*, New York: Simon & Schuster.

3.5 Plagiarism

Plagiarism is using other people's words or ideas without giving credit. Make sure you always acknowledge other people's work in the form of a citation or paraphrase with a reference to their name. Remember we need to cite not only words, but also charts, tables, graphs, pictures, music, or videos.

THEORETICAL PART

Rather than plagiarizing on purpose, students often plagiarise inadvertently by forgetting to put citations into quotation marks, or by marking a citation as a paraphrase. The latter is more common.

To avoid forgetting to give credit where credit is due, always take notes and keep a list of your sources. Do not rely on your memory to remember where you took a particular piece of text from. Taking a note of not only the book or article you took the information from, but also the page will save you time later. Giving incorrect information about the source is also considered plagiarism.

Remember that paraphrasing correctly requires using your own words to describe other authors' ideas. If you change a word here and there, but keep the structure of the original text, it is plagiarism even if you credit the source. A good method of paraphrasing is to read the whole text, make sure you understand it, and then set the original text aside and rewrite it with your own words without looking at it. That way you will avoid the temptation to use the authors words and phrases, but you are forced to use your own words. If the text poses more complicated ideas, take notes and then paraphrase from the notes.

You do not need to cite:

- **Common knowledge** – information that an average reader would know without having to look it up, information that is not controversial and is generally accepted.
- **Elementary knowledge from your field of study** – if you find the same information undocumented in at least five credible sources, you can view it as common knowledge without the need to reference it. If in doubt, consult with your supervisor what is considered elementary knowledge in your field.
- **Your own observations and insights.**



COMPREHENSION CHECK

1. Do we need to critically assess every source we quote or paraphrase?
2. Are secondary sources only books?
3. Can you take information for your thesis from anywhere?
4. How do you distinguish a quotation from a paraphrase?
5. Does everything have to be cited?



ANSWERS

1. No, some sources can be just described.

2. No, articles in journals or papers in conference proceedings are also credible sources.
 3. No, some sources are less suitable for academic work, such as non-scholarly articles or information on non-scholarly websites.
 4. A quotation must be marked by quotation marks. Both a quotation and a paraphrase must be referenced.
 5. No, common knowledge, elementary knowledge from your field of study, and your own ideas and observations need not be cited.
-

SUMMARY



The third chapter discussed the importance of literature review in the process of writing. You found out where to look for secondary sources and how to work with them. You have learnt about the possible ways to structure literature review. You now know the difference between a quotation, paraphrase, and a summary. You know what is plagiarism and how to avoid it.

4 PRACTICAL PART



QUICK OVERVIEW

The fourth chapter looks at the practical part of the bachelor's thesis. You will learn the difference between a hypothesis and research question, find out where and how you can gather your research material, and learn about different types of research methods.



AIMS

After the fourth chapter you will

- know the difference between a hypothesis and research question
 - know what the term research material means
 - know about different types of research methods
 - know how to present and evaluate your findings
-



KEYWORDS

hypothesis, research question, research material, methodology, research method, findings

4.1 Hypotheses and research questions

Although they are not a necessary prerequisite for a well executed research, hypotheses and research questions are useful tools, because they help us decide on the approach of our research, keep our research focused, and prevent us from veering off the objective of our research.

4.1.1 HYPOTHESIS

A hypothesis is a statement formulated by the researcher when they speculate about the outcome of their research. It is a prediction about a relationship between two or more variables. We can formulate a hypothesis when there is already a significant amount of

research done on the topic. The purpose of our research will then be to verify or disprove the hypothesis.

Before you come up with a hypothesis, make sure you do background research on your topic and familiarise yourself with results of research in your area of interest. You should first collect as many observations on your chosen topics as possible, then evaluate them and consider possible causes of the issue. Finally, you can create a list of possible explanations. A well formulated hypothesis is one that includes both independent and dependent variables, and that can be tested. The following examples show hypotheses from different areas of research.

1. *A colour-related hobby does not eliminate gender differences in colour vocabulary.*
2. *People tend to select romantic partners who are similar to them in interests and educational level.*
3. *Test anxiety decreases as a result of effective study habits.*
4. *If you cover a wound with a bandage, it will heal with less scarring.*

The main disadvantage of using hypotheses for our research is an effect called the confirmation bias. The researcher might either consciously or unconsciously arrange the procedure or manipulate the data so that they get the desired result – typically proving their hypothesis. Be aware of this effect and remember that disproving your hypothesis is just as valid as proving it.

4.1.2 RESEARCH QUESTION

A research question is the question a study sets out of answer. Research questions are typically used in qualitative research, that is research that is exploratory in nature and is used to uncover trends in thought or behaviour, or gain an understanding of motivations or opinions. We can also pose research questions in quantitative research, the purpose of which is to measure and quantify specific features of language. In quantitative research the data are reported through statistical analysis. You will learn more on the two types of research methods in subchapter 4.3.

We can use research questions when there is little or no previous research in the area and when we want to conduct a more open-ended study rather than just confirming or disproving a hypothesis. A good research question is focused, specific, and appropriately complex. Rather than asking a simple yes-no question that does not allow much space for research, it is advisable to make your research questions *wh-* questions.

The following examples show research questions from different areas of research.

1. *How did Irish women perceive and relate to the British women's suffrage movement?*
2. *What are the similarities and differences in the experiences of recent Turkish, Polish, and Syrian immigrants in the UK?*

PRACTICAL PART

3. *How have modern adaptations of Othello dealt with the theme of racism through casting, staging, and allusion to contemporary events?*
4. *What effect do different legal approaches have on the number of people who drive after drinking in European countries?*

The table below sums up the main differences between a hypothesis and research question.

Table 5: Hypothesis versus research question

Hypothesis	Research question
Hypothesis is predictive in nature	Research question is inquisitive in nature
Hypothesis is the answer the study is trying to prove or disprove	Research question is the question on which the research is done
We formulate a hypothesis when there is significant knowledge or previous research on the subject	We can ask questions if there is little previous research on the subject
Mainly used in experimental quantitative studies	Can be used in both quantitative and qualitative studies
Doesn't allow a wide range of outcomes	Allows a wide range of outcomes

4.2 Research material and methodology

Research material is the primary source of data you will use for your analysis. Depending on your field of study, your research material and the way you collect the material will differ.

If you are writing your bachelor's thesis is on a literary topic, your research material and your primary source will be the text (or texts), that is novels, short stories, poems, or plays you are analysing. Any books or articles written about the author or their work will be your secondary source.

If your objective is to analyse a specific linguistic phenomenon, you can either work with existing corpora, e.g. The British National Corpus (BNC) or The Corpus of Contemporary American English (COCA), or you can build your own corpus by collecting the data yourself.

Material for a thesis on cultural studies can be gathered via observation, interviews, questionnaires, surveys, focus groups, or a combination of some of the above.

If you are writing on the topic of translatology, your research material will be the original text and its translation you will then analyse. When there are more translations of one book, you can compare the existing translations in your analysis.

Make sure you always explain how and where you collected your data for analysis, what categorisation or research approach you are using, how you have organised the analysis, and what limitations your data have. Research methodology should include information about:

- how you collected and/or selected your data
- where you collected your data
- what tools you used in the collection of the data
- what categorisation or approach you are applying
- why you chose this particular categorisation

4.3 Research methods

A research method is the strategy you use to conduct your research. There are more typologies of research methods, but the most frequently used distinction is the qualitative versus quantitative research.

Quantitative research is designed to gather numerical data that can be processed, ranked, measured, and categorised by means of statistical analysis. This type of research helps us uncover patterns or relationships, and it allows us to draw general conclusions.

Qualitative research seeks to describe a topic rather than measure it. It brings an in-depth analysis into people's motivation, thinking, and attitudes and as such provides a detailed understanding of the topic. It helps us uncover patterns and themes.

Table 6: Quantitative versus qualitative research

Characteristics	Quantitative research	Qualitative research
Type of data	phenomena are described numerically	phenomena are described narratively
Analysis	statistical results	identification of themes, patterns, and trends
Scope of study	research questions or hypotheses	research questions
Advantage	results are statistically valid, reliable, and generalizable	in-depth analysis, rich descriptive data, detailed understanding of the topic
Disadvantage	not suitable for all types of research, some topics are impossible to quantify	small sample, we cannot generalise the results

The qualitative and quantitative approach are not in conflict. In fact, it is common and quite practical to combine these two approaches, thus getting the best of both worlds.

Qualitative research is often the starting point of a study when we seek to discover new topics to address in our research, and we add the quantitative element to help us measure and confirm our observations in quantitative research.

4.4 Presentation and evaluation of findings

Presenting and evaluating the results of your findings are key skills you need to demonstrate in your thesis. Remember that you need to not only present and describe your findings, but you also need to provide an explanation and interpretation of your findings.

If you asked any research questions in the introduction, make sure that your findings answer those questions. If you posed hypotheses, make sure they have been thoroughly tested and either confirmed or disproved. Be explicit in your evaluation, and make sure your standpoints are clear.

Especially if you used the quantitative method in your thesis, it is advisable to present the results in the form of charts or bars. However, the graphs or diagrams on their own are not enough, you need to also present your findings in a coherent text.

A useful tip how to summarise and evaluate your findings is to ask yourself what you have learnt from your research and what implications your findings have. Look for connections that help you decide your data should be interpreted in one way rather than another.



COMPREHENSION CHECK

1. Do you have to have hypotheses and research questions in your thesis?
 2. What is the main disadvantage of using hypotheses in research?
 3. What is the difference between primary and secondary source?
 4. Can the qualitative and quantitative approach be both used in the thesis?
 5. Is it enough to describe your findings?
-



ANSWERS

1. No, it is not necessary to have hypotheses and ask questions, but it is useful as they help you follow your objectives.
2. The main disadvantage is the danger of confirmation bias when the researcher consciously or unconsciously manipulates the data to get the desired result.

3. The primary source is the material you are analysing (e.g. a novel or a translation), the secondary source is the relevant literature you use for the literature review.
 4. Yes, it is possible to combine the two approaches.
 5. No, the findings must not only be described, but also interpreted.
-

SUMMARY



In the fourth chapter we discussed the practical part of the bachelor's thesis. You have learnt the difference between a hypothesis and research question, and you know how they can help you in your research. You have learnt where you can gather the research material and you understand the difference between research methodology and research methods. You know the difference between qualitative and quantitative research, and you are aware of both strengths and weaknesses of these approaches. You also know that in certain types of research you can combine these two approaches to achieve the best results.

5 HANDING IN THE THESIS



QUICK OVERVIEW

The last chapter addresses the issue of handing in the thesis, and then presenting and defending the thesis. You will learn about the evaluation criteria, find out what you can expect from the assessments of your thesis, and how you can prepare for the defence.



AIMS

After the fifth chapter you will

- know how to hand in your thesis
 - what the evaluation criteria for the thesis are
 - know how to present your bachelor's thesis
 - know how to defend your bachelor's thesis
-



KEYWORDS

evaluation criteria, presentation of thesis, defence of thesis

5.1 Handing in the thesis

You have already learnt about the general deadlines for the submission of your thesis – December, April, June. Make sure you know the exact dates as they are announced at the beginning of the academic year.

Remember that you must submit your thesis to the Secretary of the Institute of Foreign Languages in three copies, plus you have to hand in a CD with a PDF file of your thesis. The file must be named FPF_TypPrace_Rok_Zkraceny_nazev_Prijmeni_Jmeno.pdf. Do not use Czech diacritics in the name of the file. An example form is FPF_BP_19_ Linguistic Means of Persuasion in Advertising_Novakova Jana.pdf.

As you hand in your thesis, you will also need to register for the state exam. You can find the form at <https://www.slu.cz/file/cul/b17aae97-4433-4021-87ec-f0b5d8751c89;1.0>.

5.2 Evaluation criteria

There will be two people assessing and marking your thesis. One of them will be your supervisor, the other will be another member of staff appointed by the Head of the Institute. There are six evaluation criteria the assessors consider.

The first criterion is the **topicality of your research** with regard to your study programme. It does not happen very often, but when students choose a topic that is also their hobby, they sometimes fail to align the topic with their area of study, e.g. a student who loves skateboarding and writes a thesis on the terminology of skateboarding gives too much space to the description of the sport and does not analyse the terminology of the sport. You can get the maximum of 7 points in this category.

The second criterion is the **use of secondary sources and literature review**. You should reference at least ten sources (books, articles, videos, etc.) in your thesis. Make sure the references are credible, that you quote and paraphrase them well, and that you use the prescribed citation norm. You can get the maximum of 10 points in this category.

The third criterion is meeting your **research objectives**. At this point the assessors look at the Assignment Form, which is a part of the thesis, and evaluate whether you have met the goals you have set in the assignment. Make sure your thesis content matches the plan you have stated in the assignment. Remember that if you deviate from the topic in the course of writing, you can adjust your assignment up to a month before the deadline. You can get up to 10 points in this category.

The fourth criterion evaluates the **level of difficulty** of the thesis, **how well it is executed**, and the **appropriateness of the methods used**. In this section the assessors comment on the structure and organisation of the thesis, the methodology as well as methods used in the research, and the way the results are presented and interpreted. You can get the maximum of 14 points in this category.

The fifth criterion considers the **value of your research and its applicability**. Make sure you clearly state in your thesis how your research contributes to the current state of knowledge. If applicable, you can also suggest who your research is aimed at, and how they can benefit from it. You can get up to 7 points in this category.

The last criterion is the **formal aspect** of the thesis, that is compliance with the methodological instructions as well as language. The assessors consider grammar and stylistics. Make sure you allow enough time to proofread your thesis to avoid losing points for misspellings and easily avoidable mistakes. Double check that you have numbered, named and listed all your charts and tables, and that your usage of terms in bolds or italics is consistent throughout the text. You can get the maximum of 12 points in this category.

The following table summarises the criteria and shows the maximum points for each category.

Table 7: Evaluation criteria

Kritéria hodnocení bakalářské práce	Počet bodů
1. Aktuálnost zpracování tématu vzhledem ke studijnímu oboru	7
2. Využití zdrojů domácí a zahraniční literatury	10
3. Splnění stanovených cílů	10
4. Náročnost práce, úroveň zpracování a adekvátnost použitých metod.	14
5. Přínost a možnosti využití v praxi	7
6. Jazyková úroveň a formální zpracování bakalářské práce	12

The following table shows the grading system depending on the number of points awarded.

Table 8: The marking scheme

Points	Grade
60-55	A – excellent
54-49	B – very good
48-42	C – good
41-36	D – satisfactory
35-30	E – sufficient
fewr than 30	F – failure

Apart from the chart with evaluation criteria and comments in every individual category, the assessors also give an overall comment on the thesis, and they may raise questions you will be expected to answer during the defence.

5.3 Presentation and defence of bachelor's thesis

The reviews of your thesis with comments and possible questions will be available in the university electronic system a week before the defence. This should give you enough time to prepare for the defence. Do not underestimate the defence, as it is an important part of your final exam.

You can attend the defence even if you have been awarded fewer than 30 points and the evaluation is F - failure. Remember that nothing is decided beforehand. A well prepared presentation of your thesis and a convincing defence can improve your grade, especially if the examiners differed in their evaluation. On the other hand, if you give a poorly

prepared and unstructured presentation of your thesis and are unable to answer the examiners' questions, you can expect your grade to be lowered.

The defence takes place before the examining board. You can expect from three to five (but sometimes more) people sitting opposite you and listening to your defence. The defence starts with the head of the examining board introducing you to the rest of the board members (they will give your name and the title of your thesis) and then asking you to present your thesis. Your presentation should take 3 to 7 minutes, and it should have the following structure:

1. **Topic of your thesis** – briefly introduce the area of your research.
2. **Thesis objectives** – describe your research objectives, and the questions or hypotheses if you used them in your thesis.
3. **Methodology and methods** – introduce the methodology and methods you used in your research.
4. **Findings** – present your findings and their interpretations.

You will not be allowed to read your presentation, but you can prepare an outline of your presentation with key points to help you keep on track and make sure you do not forget anything.

After you have presented your thesis, the head of the board will ask the second reader of your thesis to present their evaluation. Wait for them to finish their presentation before you react to their comments and answer their questions. The next person to speak will be your supervisor, who will also present their evaluation and ask questions. You will be asked to react to your supervisor's comments as well. Take your time to answer all the questions and react to all the critical points.

Do not take any critical remarks personally and always be polite. The examiners are not your enemies, they are only doing their job in making sure that any thesis they approve is of the expected standard. Be patient in answering all the questions, admit defeat when the examiners have made a fair critical point, but do not be afraid to show you know your own work and defend your standpoints, supporting your arguments with evidence.

After you have reacted to both evaluations, the head of the board can ask you more questions, and they will invite other members of the board to join in the discussion as well. Wait for the head of the board to officially close your defence and ask you to leave the room. The board will discuss your performance and decide on your grade behind the closed doors. You will be informed about your grade after all the students have defended their theses.

You can find a detailed information about the defence as well as the organisation of the state exam at <https://www.slu.cz/fpf/cz/ucjszzzakladniinformace>.



COMPREHENSION CHECK

1. How many copies of the thesis do you have to hand in?
 2. What are the six criteria the assessors consider in their evaluation?
 3. Can you read the presentation of your thesis?
 4. Can any member of the examining board ask you questions about your thesis?
-



ANSWERS

1. Three copies.
 2. The criteria are the topicality of your research, the use of secondary sources and literature review, the research objectives, level of difficulty of the thesis and the appropriateness of the methods used, the value of research and its applicability, and the formal aspect.
 3. No, you can prepare an outline of the presentation, but you cannot read the entire presentation.
 4. Yes, you can expect questions from any member of the examining board.
-



SUMMARY

The last chapter addressed the issue of handing in the thesis, and then presenting and defending the thesis. You have learnt about the evaluation criteria, found out what you can expect from the assessments of your thesis, and the procedure of the defence. You now know that the defence is an important part of your final exam.

LITERATURA

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SHRNUTÍ STUDIJNÍ OPORY

Cílem této studijní opory bylo poskytnout čtenáři dostatek informací o všech formálních náležitostech nezbytných k napsání bakalářské práce, jako jsou např. správné vyplnění formuláře zadání práce, seznámení s metodickým pokynem, rozsah a členění práce, volba relevantních zdrojů a citační norma. Součástí textu jsou také odkazy na relevantní materiály a dokumenty přístupné na webu Slezské univerzity.

V úvodu textu se čtenář dozvěděl, k čemu bakalářská práce slouží, jak si zvolit správné téma, a jaká je role vedoucího a role studenta. V kapitole věnující se formálním aspektům jsou uvedeny důležité termíny, a dále odkazy na formulář zadání práce a metodický pokyn. Tato kapitola také obsahuje návod jak bakalářskou práci strukturovat.

V kapitole zaměřené na teoretickou část práce se čtenář dozvěděl, k čemu slouží sekundární literatura a kde sekundární zdroje hledat. Součástí této kapitoly je také část věnovaná citacím, parafrázím a shrnutím. Poslední podkapitola se zabývá problematikou plagiátorství.

Kapitola zaměřená na praktickou část bakalářské práce představila hypotézy a výzkumné otázky, ukázala rozdíl mezi metodou a metodikou, a napověděla, jak prezentovat závěry práce.

V poslední kapitole této studijní opory se čtenář dozvěděl, jak bakalářskou práci odevzdat a co očekávat od hodnocení práce. Předposlední podkapitola přinesla přehled hodnotících kritérií, poslední pak představila průběh obhajoby bakalářské práce.

PŘEHLED DOSTUPNÝCH IKON

	Čas potřebný ke studiu		Cíle kapitoly
	Klíčová slova		Nezapomeňte na odpočinek
	Průvodce studiem		Průvodce textem
	Rychlý náhled		Shrnutí
	Tutoriály		Definice
	K zapamatování		Případová studie
	Řešená úloha		Věta
	Kontrolní otázka		Korespondenční úkol
	Odpovědi		Otázky
	Samostatný úkol		Další zdroje
	Pro zájemce		Úkol k zamyšlení

Název: **Praktické dovednosti 2**

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